UNESCO SOURCES

THE DELORS COMMISSION: WHICH EDUCATION FOR THE XXIst CENTURY?

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours !

WHAT ABOUT SARAJEVO?

Carlos Rinaldi
Journalist
Buenos Aires, Argentina

Except for one or two articles on the media, I find very little echo in your magazine of the already limited number of activities undertaken to keep us from forgetting Sarajevo. Is this an oversight?

Did you know that a number of mayors and associations have proposed Sarajevo as the next "European City of Culture"?

And are you aware that on Sunday, October 31, a film festival is due to begin in the city, but unfortunately foreign artists, like, for instance, Jeanne Moreau, will be unable to attend because of the UN blocade?

What is UNESCO's position?

When it comes to Bosnia, UNESCO's job is delicate. Very often the best of intentions are thwarted because of the war and the difficulties of communicating with the local authorities. Our financial resources are also limited. This is why our work must be selective and well targeted. We have, for instance, chosen a project involving prefabricated schools for refugee children, but the day the first schools were to be delivered the bombing started up again. UNESCO is also in the process of raising extra-budgetary funds for the Sarajevo library. But, above all, we are doing everything we can to support the media (see SOURCES No. 48 and No. 45). - ED.

GIVE THEM TIME

Nadine Amblard
School doctor
Clermont-Ferrand

Your article on schooling for Latin American children ("Quality versus Quantity" in SOURCES No. 49/July-August 1993), both gratified and surprised me. After learning that 95 per cent of children were enrolled in primary schools - a percentage which seems to me extraordinary in a still developing continent - you express concern over the fact that too few of them produce good results.

While this situation is indeed distressing, we must not forget the long years it has taken since Jules Ferry to impose universal primary education for French children and to smooth out the process in a country seven times smaller than, for instance, Brazil.

Let's give this immense continent time to build an education system adapted to each of its constituant countries and content ourselves with applauding the Latin Americans for their efforts. For the moment...

U.S. COME BACK

Rajika Sharma
Solicitor
Hyderabad, A.P., India

The short item on page 5 of your October issue (No. 51 - on the eventual return of the United States to UNESCO) carried good, very good news. It has been difficult to understand why the U.S. left UNESCO, risking to strike a fatal blow to the ideals of democracy, mutual understanding and tolerance, values which are at the very heart of American political philosophy.

The return to UNESCO would restore universality to this international organization and herald in better times.

But why wait until October 1995?

BRAVO MR. MAYOR!

Mary Cowen
Retired accountant
Edinburgh, U.K.

I have rarely read an article so full of information as that with which Mr. Mayor (Federico Mayor, Director-General of UNESCO) introduced your "Special Issue" (SOURCES No. 50/September 1993). I have always found figures, percentages, statistics pretty indigest and admit that, when I can, I skim over them as quickly as possible. But not this time - 1.3 billion people in the world living below the poverty line, 30,000 children who die each day from malnutrition, and nearly one billion illiterates, while the income of the richest one-fifth of humanity is not only 150 times greater than the poorest fifth but has actually doubled in the last 30 years.

"How can the poor feel other than completely cut off from all social progress?," asks Mr. Mayor who then injects a particularly devastating phrase: *"And those who are part of this social progress, while aware that every day, in its present form, it swells the ranks of the excluded, are they not thereby accepting such exclusion as an irreversible law of society?"* Food for thought!

BRIGHT AND BEAUTIFUL

Jean Denigrade
Beekeeper
Island of Oléron, France

The 50th issue of SOURCES! Congratulations! I wish you continuing success in a bright and beautiful future - especially since, by no stretch of the imagination, can your magazine be called *"bright and beautiful"*.

A smile, a few more cartoons and a livelier, more open format, would brighten up the publication and help it better spread the good word.

TO PAY THE PRICE OF PEACE

So much has changed in six years! Ever more rapid change, ever greater complexity. Six years, during which I have tried, passionately, to communicate the message you entrusted to me: that there is no solution other than education, and that while economic and political agreements may be necessary, they are not enough since all depends on our intellectual and moral solidarity.

UNESCO, too, has changed. First of all, we had to piece together again an institution that had been riven asunder. It is now more present, more diverse and more in evidence than in 1987, closer to those whom it is endeavouring to serve, especially the most deprived or the weakest. UNESCO is also more conspicuously present beside our United Nations partners and also governments, whether the issue is educational reform, a new status for the press or protection of the environment. The Organization has raised its profile and restored its image; it has, as it were, regained its authority. So what is to be made of UNESCO? A number of fundamental principles must be set: a global approach, a long-term view, and interdisciplinarity to embrace complexity.

Above all, the world has changed. We must learn to pay the price of peace just as we paid the price of war. We must rediscover a humanism equal to the challenges facing the planet. Part of the vast sums spent on the military will have to be invested in reducing poverty. We still gird ourselves against enemies who no longer exist, yet stand defenceless before those who threaten us.

The most developed countries must realize they can solve their problems only by contributing to the development of the countries of the South. Will this mean that we will have to change our energy consumption patterns and our work habits? It does indeed - we will have to change them. There can be no doubt that the world is one. Either we forge ahead together or we shall be unable to avoid chaos and disaster.

Federico MAYOR

(From his address on the occasion of his re-election as Director-General of UNESCO for a second term of six years, November 8).

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UNESCO SOURCES

BOOKS

TROPICAL RAIN FORESTS OF CENTRAL AMERICA

Central America is a land of adventure. The accounts of early explorers blend with the half-hidden traces of cultures that existed long before Columbus reached the New World. The

well known tales of Cortes, Pizarro and others contrast with the ruins of ancient Indians. Even the customs of the Indians who survive today are still engulfed in mystery. But Central America, and especially the three World Heritage sites presented here - Darien National Park in Panama, the Talamanca-La Amistad Cordillera in Costa Rica, and the Rio Platano Biosphere Reserve in Honduras - also have impressive natural wonders. Remarkable animal life and incomparable forests make this region one of the last paradises on earth. Richly illustrated and written in a lively, accessible style, the book concludes with a warning: if destruction (42,500 sq m/110,000 sq km a year) of the rain forests is not stopped, they will completely disappear within a century. It is part of a World Heritage series which features spectacular colour photos of cultural and natural sites and explains their historical, cultural and scientific importance. Among other titles are: Inca Civilization, Mayan Civilization, The Chinese Empire, etc.

● ***Tropical Rain Forests of Central America***, *in the World Heritage series, UNESCO/ Childrens Press Chicago 1993, 35 pp., 78 FF.*

FROM DATA TO ACTION: Information systems in educational planning.

A synthesis of recent experience and research in collecting, analysing and using quantitative information in decision making at different levels of the education systems of developing countries, this book results from a joint project of UNESCO's International Institute for Educational Planning, France and the Improving the Efficiency of Education Systems (IEES) Project (U.S.). Four national case studies (Chile, Haiti, Mauritius and Togo) are included. In conclusion, the book proposes an elaborate agenda for research and training essential to the continued development of information systems and to extending the use of systematically collected data in decision making.

● ***From Data to action: information systems in educational planning***, *D. Chapman and L. Mahlck, eds., UNESCO/Pergamon Press 1993, 260 pp., 100 FF.*

EDUCATIONAL STRATEGIES FOR SMALL ISLAND STATES

Small size and insularity represent a double challenge for the educational planner who must overcome unusual handicaps and know how to transform certain constraints into advantages. Well equipped to make the point, David Atchoarena, author of this booklet, was an economist with the Ministry of Finance and Planning in Saint Lucia before joining UNESCO's International Institute for Educational Planning (IIEP). After offering definitions and tracing characteristics common to small states, he analyses various problems and suggests a number of strategies, cautioning, however, against a standard-setting approach since small states vary widely despite similarities. He,in fact, pays particular attention to archipelago states because of their extreme specificity.

● ***Educational Strategies for Small Island States***, *by David Atchoarena, UNESCO/IIEP 1993, 93 pp., 50 FF.*

PERIODICALS

THE UNESCO COURIER

The World of Numbers. In its November issue, the *Courier* explores the origin of numbers and the numeration systems that are among the great intellectual inventions of humanity. The articles, written by experts in terms accessible to the non-specialist, present some of the latest findings in their field. They take the reader back to Mesopotamia and the positional system of numbering developed there thousands of years ago. Others look at the "mathsticks" (or counting rods) of early China, reveal the "pure mathematics" of Mayan priests and astronomers, the origins of modern arithmetic in India, and finally the "words, gestures and symbols" of traditional counting methods in Africa. This issue also contains an interview with the great Israeli novelist, Amos Oz.

MUSEUM INTERNATIONAL

Visitors. Museums are booming. Attendance is mounting, sometimes breaking all records. In France, 70 million visits a year are recorded, three times the rate in the 1950s. In Australia, in the 12 months spanning 1989 and 1990, 17 million visitors called

on 187 museums. This issue (No. 178) also looks at the situation in New Zealand, and Canada, where it appears that more people go to museums than sports events. It then describes the field of "visitor studies" a rapidly expanding discipline equipped with new tools, methods and attitudes for gauging the needs and requirements of this growing force, and creating the kind of educational environment in museums where communication with the public is a top priority. A glimpse of some unusual visitor reactions at the Musée Grevin, Paris' wax museum, completes the dossier.

RECORDS

COTE D'IVOIRE: Baule Vocal Music

The Baule, who number approximately one million, inhabit the central region of Cote d'Ivoire, where the savannah makes a deep inroad into the Atlantic

forest. Their music is characterized by vocal polyphony, interpreted by large choirs or duos, accompanied by harp-lute, forked harp, or a wide variety of percussion instruments. Although a firm distinction cannot always be made between the two, this recording includes both "secular" ("Little girls' sung games", "War song"...) and "sacred" (Music of a guardian spirit", "Dance of the excised girls"...) songs. Apprenticeship in vocal polyphony begins in early childhood, but it is said that some great musicians owe their vocation and their fame to supernatural powers.

● ***Cote d'Ivoire: Baule Vocal Music***, *Musics & Musicians of the World series, UNESCO/Auvidis 1993. Cassette 52 FF, CD 109 FF.*

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

TANELLA BONI: A VOLUNTARY OUTCAST

In Africa, a woman who writes is not considered normal. Women have other tasks. They look after the home and the well being of the family.".

"To write requires a rupture with all of this. It means making yourself something of an outcast." And, points out Tanella Boni *"once you have finally managed to create the conditions needed to write, you then have to convince someone to publish your work."*

Boni, 39, from the Côte d'Ivoire, was one of some 30 participants at a South-North Publishing workshop held at the Frankfurt Book Fair from October 7 to 10. Organized by the International P.E.N. Women Writers' Committee with a $20,000 grant by UNESCO, the workshop aimed to link up women writers and editors from the countries of the South and Eastern Europe with publishers, literary and distributing agents from the North.

TANELLA BONI
(Photo UNESCO)

A poet, author and lecturer in philosophy at Abijan University, Boni admits that she is *"a special case"*. She also had a privileged start. The first books she began to read as a child were encyclopaedias that her elder sister brought back to Abijan from France, which fed her thirst for knowledge and taught her the importance of *"being able to think"*. Philosophy has been her intellectual anchor since her teens, and she now recognizes that it plays an important part in her writing. *"At first, I considered this a drawback - I thought that my background in philosophy would restrict the creative process - but, in fact, it has enriched it."*

Her days are divided up between the university, her children and her writing - which she usually reserves for quiet hours of the night. *"There are times though, when I go for up to three months without writing a word."*

Probably her major frustration though, is that her books are inaccessible for many Africans, those for whom and about whom she writes. *"I write in French, which although being the country's official language, is not the language of the people. In fact there are about 60 local languages spoken in Côte d'Ivoire, but none are really written."*

"But many of these problems are shared by women writers throughout the South. This came out clearly in Frankfurt," she says. *"While we may not have immediately solved any of them, the solidarity of the meeting and the connections we were able to make showed that while writing is essentially a solitary business, none of us are really alone."*

S. W.

"WIND SIGNALS" UNVEILED AT UNESCO

"Wind signals", an ensemble of five sculptures by the Greek sculptor, Takis, have joined the collection of masterpieces that adorn UNESCO's Paris headquarters.

A gift from the artist and the Greek government, the work comprises five separate metal spirals, ranging from five to six and a half metres in height, each topped with lateral arms tipped with flat, slightly inclined blades painted red, yellow, blue or green, *"like arms opening out onto the world to capture and redistribute its energy"*. The sculptures have been placed near UNESCO's Japanese garden, landscaped by the late Isamu Noguchi, as a monument to peace.

At the presentation ceremony on November 2nd, Greek Culture Minister, Melina Mercouri, likened the ensemble to *"a warning sign which obliges us to stop and think, reflect, in our world where haste and mechanical movement have swamped our daily lives"*.

"...ARMS OPENING ONTO THE WORLD..."
(Photo UNESCO).

Formally accepting the gift, Director General, Federico Mayor, said that the sculptures symbolized creativity, elegance, openness and flexibility at a time when

MERCOURI AND MAYOR AT THE PRESENTATION
(Photo UNESCO/Michel Claude).

humanity is looking for meaning, for direction, for points of reference. He added that the gift was another step forward in revitalising UNESCO's ties with the world's artistic commmunity.

Takis, who says his art is as much influenced by the sculptures of ancient Greece as modern artists, particularly Giacometti, conceived "Wind Signals" especially for the gardens of UNESCO. It joins other great works such as the Wall of the Sun and the Wall of the Moon by Miro and Artigas, paintings by Picasso, Matta, Appel and Vasarely, a fresco by Tamayo, a relief by Arp, sculptures by Henry Moore and Giacometti, a mobile by Calder, a tapestry by Le Corbusier, and last year a scultpure entitled "UNESCO" by Danish artist Robert Jacobsen.

S. W.

● **HOW MUCH POVERTY AND MISERY** can freedom and democracy cope with, without endangering world peace? This is the question posed in a joint appeal launched by UNESCO Director-General, Federico Mayor, and Abbé Pierre, France's most celebrated champion of the poor and homeless, to mark *"International Day for the Eradication of Poverty"* and the denunciation of misery, celebrated for the first time on October 17. *"A 'civil pact' championing human dignity, must now be reformed and revitalized to guide us in this combat,"* they said *"No idea must be neglected, no amount of goodwill considered superfluous. Anger, determination, imagination and audacity are needed to put an end to this tragedy."*

THE DELORS COMMISSION: WHAT EDUCATION FOR THE XXIst CENTURY?

In a rapidly changing world, education is being called upon not only to transmit centuries of acquired knowledge, but also to prepare a largely unpredictable future. How? This is the question posed to the International Commission for Education in the XXIst century. Set up by UNESCO in 1993 under the presidency of Jacques Delors (see below), it will present its report in 1995. While seemingly irreversible forces speed ahead (p. 8) education appears to be lagging behind (p. 10). Faced with inevitable changes in the world of work (p. 11), the indispensable training of citizens (p. 14) anchored in their own culture but part of a universal whole (p. 15), and in the grip of electronic media (p. 16), where and how is education failing?

We are today witnessing fantastic mutations on every side which, we know, can produce the best or precipitate the world into chaos. If the advance of the sciences and knowledge, and particularly of science and technology, offers hope of a bright future for humanity, the media each day remind us of the errors, the often extreme dangers, and the conflicts to which the contemporary world is exposed.

The ever-deepening interdependence of peoples and nations, the distinguishing trait of our epoch, creates conditions for unprecedented international cooperation; but this emergence of a true planetary conscience also reveals the tremendous disparities, the complexity and interconnection of problems, and the multiplicity of the menaces which risk, at every moment, putting our achievements in question. The demographic boom in many countries is indeniably a factor of development but can also plunge entire regions into misery. The technical progress which has spread to all parts of the planet, remains a fundamental victory for humanity over the rarity of resources and represents perhaps the only chance of survival for millions. Yet it is also responsible for a multitude of ills, involving, for example, the environment and employment. And it can also be a source of contention and rivality between countries which reap its benefits and those which do not.

As for the extension and spectacular development of communication technologies, they bring together individuals and peoples at the heart of a "planetary village" but also have a tendency, if we are not careful, of standardizing culture and leveling out cultural diversity by spreading the ideologies of the technologically dominant countries.

Thus, at the end of the XXth century, our future appears at once promising and full of anxiety, as if suspended in a fragile balance between two contrary poles. The main question, more than ever before, is to know how humanity can retain control over its destiny and master at least partially the course of history.

VITAL FORCE

In this respect, education has always been viewed as a vital force of society, one which perpetuates its existence by transmitting from generation to generation the knowledge which humanity has acquired about itself. But to an increasing extent, the idea that education can also constitute one of the most powerful arms for modeling the future or, more humbly, for piloting us towards the future, taking advantage of swift and smooth currents and avoiding the rocks and rapids. Haven't we always believed that education could *"make the difference"* by helping individuals and societies take up the challenges of the modern world.

Yet impeded by the inadequacy of budgets and inadaptation - quantitative and qualitative - of systems, slow to adjust, education finds itself confronted with an enormous task. It takes only a glance at contemporary problems to take the measure of this task. What is expected of education is not only to respond, on a world scale, to educational demands, and guarantee the excellence of teaching, but also the equity demanded by the right to education for all; prepare and favourize change while, at the same time, cultivating the intellectual curiosity of each man and woman, a capacity for adaptation, a taste for innovation, assure the progress of modern societies and at the same time the blossoming of individuals deeply rooted in their culture.

The International Commission for Education in the XXIst Century is mandated to reflect on all of the challenges facing education in the years to come. It will, in 1995, present its suggestions and recommandations which, according to its mandate, can *"serve as an agenda for renewal and action for policy makers and officials at the highest levels"*.

Conscious of the diversity of cultures, of the specificity of problems and experiences, as well as the political and social objectives of UNESCO Member States, the Commission proposes to highlight aspects of individual and collective progress contained within national education systems. In this way, the necessary impetus may be given to endogenous development founded on education which aims not only at a higher standard of living but also an improvement of the quality of life, for our contemporaries and for future generations.

(Extracts from a speech by Jacques Delors to UNESCO's General Conference, November 2, 1993)

THE MAIN CHALLENGES ...

"Education might make all the difference. It could help us overcome the great dangers we face ..."

We already know what the 21st century will look like: it has been mapped out for us by seemingly irreversible forces. They are not necessarily bad in themselves, but they do hold a danger because no-one can control them - and their effects seem to be gathering momentum. Populations are mushrooming. State agencies and free-market players are becoming interdependent the world over. Science and technology are making giant strides.

Progress in the medical field, for example, has reduced infant mortality throughout the world, resulting in a population explosion in those countries least able to afford it. Annual growth rates there are now above two percent, which means that the world population will have swollen by one billion people between 1988 and the year 2000.

This demographic boom is most spectacular in the poorest countries and its effect has been to make their populations suddenly younger. From 1970 to 1990 the under 15 population in developed countries shrank by 0.6 percent, but in developing countries jumped by 31 percent. Sub-Saharan Africa holds the record with 89 percent more young people over this period, while South East Asia - a recently industrialized region - has almost stabilized the growth of its youthful population at one percent. And the forecasts are gloomy: the under-15 population is expected to advance by 26 percent worldwide between 1990 and 2025 and by 105 percent in sub-Saharan Africa.

These developments imply a double imbalance ahead. In poor countries, working people will be increasingly unable to bear the burden of bringing up their children. This is especially true where the natural balance required for subsistence farming has been upset because urgent daily needs have been satisfied at the expense of resources conservation.

In developed countries with ageing populations but little job creation, the pressure of immigrants from poor countries has unleashed mounting levels of xenophobia. The opening of economic borders, accentuated by the implosion of the Soviet bloc, has brought growing interdependence between economic, political, ecological and cultural behaviour. It has also led to unbridled competition on the one hand and co-operation and mutual understanding on the other. But the first aspect is prevailing, bringing the 20th century to a chaotic conclusion.

After 200 years of almost universal belief in scientific progress, we are now seeing the price of this progress. The natural environment is being destroyed by the contradiction between technical and social progress. We risk planetary destruction from the use of new technologies by countries that are philosophically or technically incapable of handling them. And the social cost is the unemployment, or rather *"unemployability"*, of a growing fraction of the working population in developed countries.

These trends clearly reveal the risks: the growing disorientation of poor countries, the marginalization of those left behind by progress, and the break-up of nation-states, as in former Soviet countries where communist ideology has given way to *"looking after number one"*.

It is high time humanity acquired the wisdom needed to make more even-handed use of its power over nature by applying science and technology to the interests of humankind and correcting mistakes, such as the destruction of nature. For industrialized countries, this means changing the definition of wealth. The emphasis should be switched from the mere accumulation of wealth by human toil, to expanding personal free time in step with increasing productivity, allowing humans to cultivate both their own personalities and their relationships with others.

ACQUIRING WISDOM

National parliamentary political systems and multilateral organizations have often proved incapable of dealing with conflicts that threaten world order. Two of the next century's main challenges will thus be reconciling the great principles of international law, such as the freedom of sovereign states, with the need to create what has been called world *"governance"*, and mastering education and scientific and technological progress.

If these challenges are not met, the paradoxical risk - perhaps foreshadowed by the conflict in ex-Yugoslavia - is that the world of the 21st century, increasingly interdependent and therefore close-knit, may become as anarchic, backward and warlike as the calamitous 14th century, which also followed a period of spectacular scientific, technological and intellectual progress.

Education might make all the difference. It could help us overcome the great dangers we face and, quite simply, it could help us learn how to live better and together.

Danièle BLONDEL, Special Adviser to the Commission Chairman

The Commission Members

- **Jacques Delors**, Commission Chairman, President of the Commission of the European Communities.
- **Isao Amagi**, Special Advisor to the Minister of Education, Science and Culture in Japan.
- **Roberto Carneiro**, President TVI (Televisao Independente), Portugal.
- **Ms Fay Chung**, Minister of State for National Affairs, Creation of Employment and Cooperatives in Zimbabwe, former Education Minister.
- **Bronislaw Geremek**, historian, Member of Parliament in Poland.
- **William Gorham**, President of the Urban Institute in Washington D.C., USA.
- **Ms Aleksandra Kornhauser**, Director, International Centre for Chemistry Study, Ljubljana, Slovenia.
- **Abdellah Laroui**, Professor of History at the Mohammed V University, Rabat, Morocco.
- **Rt. Hon. Michael Manley**, former Prime Minister of Jamaica.
- **Ms In'am Mufti**, specialist on the status of women, Jordan.
- **Ms Marisela Padrón Quero**, sociologist, former Minister of the Family, Venezuela.
- **Ms Marie-Angélique Savané**, Senegalese sociologist, Member of the Commission on Global Cooperation and Governance.
- **Karan Singh**, Indian diplomat, former minister of the health and education portfolios, author.
- **Rodolfo Stavenhagen**, Professor at the Centre of Sociological Studies, El Colegio de Mexico.
- **Myong Won Suhr**, Korean educator, President of Kyungwon University.
- **Zhou Nanzhou**, President and professor, China National Institute for Educational Studies.

THE MINISTER AND THE WOODWORK TEACHERS

Theories are all well and good, but for Fay Chung, what counts is getting the job done.

"We are trained at university to discuss theory but not to make decisions ... not to wield power. We talk so much in a theoretical mode and then we cannot improve the reality. The things we have talked about for years and years are not put into practice." To this dispassionately stated failure of Africa's intellectuals, Zimbabwean Minister of State, Fay Chung, adds the widely shared belief that *"we did what was possible rather than what was most desirable. Our system was to use whatever we had."* And then there were the colonialists, the schools and the carpenters...

"When I was head of planning at the Education ministry immediately after independence, we had to move from a system of building one African school a year to 400 a year. We tried very hard to find the personnel to do that. But most of these qualified people were very well paid whites. Either they were not attracted by government salaries or had moved to South Africa. We tried to recruit from overseas, but we also failed. Finally, we selected eight of our best woodwork teachers. We gave them three weeks training and put them on the job. They were the ones who planned and supervised our first schools. Of course, they were not good enough. But now, they are, and are attractive to big companies. And we built thousands of schools." Conclusion: *"you have to have a vision of where you want to be, but you have to say what can I do today with the available human resources and money."* This is a particularly African way of doing things, but totally in keeping with the astonishing path followed by Fay Chung.

OUT OF CHINA ...

She was born into Zimbabwe's minority Chinese community, that hardly numbered 200 members. Her maternal grandfather had been forced to leave his home in southern China after the family property was divided up between his four elder brothers. In lieu of a share of the land, he was given an education...

In racially divided Rhodesia, the Chinese minority was confined to a sort of no man's land: neither white, nor black, rather, somewhere between the two and aligned to the "coloured" community, with whom the Chinese Rhodesians shared special schools. Like the "coloureds" also, they were prohibited from owning any land, all of which was reserved exclusively, and unequally, for the whites and the blacks. *"It was a great source of bitterness for my grandparents and parents"* says Fay Chung.

Thus, she spent the first three years of her life in a predominantly Chinese environment. A nanny belonging to the country's ethnic majority then gave her an entry to the Shona culture after her mother's death. At school, and later during three years at Leeds University in England where she studied philosophy, she discovered the British culture.

Despite her particularly cosmopolitan background, and especially because she has spent all of her life in Africa, she identifies herself *"as an African, even if I am racially Chinese. I don't think race makes nationality. My life and dedication is to Zimbabwe"*.

As a young student, she created a school for adults, taking charge herself of the section for illiterate students. *"It was political and moral idealism, in the sense that we were surrounded by extreme suffering and poverty"*. Everything had to be started from scratch: there was no organizational structure, no trained teachers, and no money. Funds were sought *"from anywhere, from companies, from embassies"*, while texts for students were either *"invented"* or *"borrowed"* from the British. *"We did all the wrong things"* recognizes Fay Chung with a burst of laughter. But the initial experience paid off with the definition of a clear objective and the development of a pragmatic approach. *"I feel it was my training ground"* she says.

INDEPENDENCE

She continued in the same vein, first in two of the six black secondary schools in Zimbabwe, then, after the closure of the Salisbury University in 1965 upon the unilateral declaration of independence, in exile at Lusaka University, with Zimbabwean refugee children in Mozambique, and by participating in the elaboration of a teaching system in the zones *"liberated"* by the guerillas in Zimbabwe.

The advent of "real" independence in 1980 rendered this latter project redundant, but spread its objectives throughout the whole country. Today, all school age children are enrolled in 50,000 primary schools, while half of the country's adolescent population attends secondary school. If Zimbabwe is among the front runners of the countries of Africa, Fay Chung has helped put it there. She continued in the field of education after independence, rising to the post of Education Minister in 1988 and being promoted in 1992 to her present position of Minister of State for National Affairs and the Creation of Employment and Cooperatives.

"I have been in politics for almost 20 years" she reflects, adding that this has been more by conviction than desire, as *"the African intellectuals have failed to participate in the governance of their countries, to provide an original, innovative conceptual framework for Africa"*, accepting instead *"ready-made capitalist solutions imported from the West, or, before, Marxist-Leninist solutions from the communist countries. Both operate in a vacuum because they are not based on our real conditions."* It was with this in mind that Fay Chung accepted a place on the Education Commission. *"Africa must have sufficient say in the vision of education for the future...and ensure that what happens internationally will be Africa friendly."*

René LEFORT
Dakar

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PAST, PRESENT, FUTURE

Educational reforms are often tried, and just as often, fail. Could it be a question of timing?

When people think about education, these days, their normal feelings of confusion, complexity and concern intensify sharply. In its fundamental role of equipping the young for life in a world of abrupt changes, education is called upon to play many roles. It is asked to understand the past, to grasp an elusive present and prepare for a future laden with uncertainties.

Faced with this challenge, many politicians or education specialists are sorely tempted to try to make their mark on history by instituting the reform that will finally solve the educational problems of our time. Many have tried, in vain.

Why do education reforms so often end in failure? Maybe we should start rethinking the interactions between schools and their environment, between the unvarying ultimate aim of education and the dynamic of endless change in our societies. In a word, we should think about time. Schools and society do not in fact operate on the same timescale.

Those who seek to improve the education system must first answer a practical question: what quantitative goals will their plan involve in terms of years of study, number of diplomas, structures, progression routes, and so on? This raises the whole problem of forecasting the demands that will be made on the schools, especially by the economic system. How many qualified electrolysis technicians or biochemists will companies need in ten or 20 years? This approach runs a great risk of falling into the trap of quantified forecasting, which assumes that the future can be predetermined in this way. Worse still, it means that the school system must be content to be a simple provider of services for the economic and social world.

A second question is what structures should be established? This problem lies at the heart of reforming education systems. The first obstacle is the very fact that education is a system - complex, overlapping and structured to the point of rigidity. Without starting again from scratch, which is utopian, it is very difficult to deal simultaneously with the different elements making up the system. Nevertheless, the coherence of the whole must be preserved, encapsulated in a dynamic, so that it becomes a key factor for change. For example, how can teaching be reformed without changing teacher training methods?

Other obstacles arise from differences in the rhythms followed by the institutions and players involved. Which brings us back to the question of time.

Education comprises several timescales, each with different horizons. The longest is that of the history of nations and societies: education is impregnated with centuries of tradition. This explains the failures and mismatches of reforms imported from abroad, even when the "imported" system seemed technically superior.

The second timescale, covering practically a whole generation in countries where schooling now lasts until adulthood, is that of the education system itself. People now shape their personalities over 15 or 20 years, from nursery school to university. The system must therefore be considered in terms of a sequence, instead of as a static state of affairs. This necessity imposes a temporal correlation between reforms which is very difficult to respect. During a person's schooling there may have been ten different education ministers and almost as many policies. Each minister, and often the education specialists, want to see results from their modernizations in the "ultra-short" term, and that in a system which is totally unsuited to this approach.

THIRD TIMESCALE

This difficulty is accentuated by the fact that the third timescale, that of the players, is different again. Teachers, parents and heads of schools need time to familiarize themselves with a reform, understand its aims and translate them into terms of organisation, content and attitudes. A negative reaction by these players could provoke crises, or at least contrary effects that would reduce the finest and most intelligent reform to ashes.

To sum up, we must not attempt to make educational development follow the rhythm of the changes in its environment. So should we resign ourselves to accepting that the school system is a rigid structure and will always be out of step with the times? Cannot we try to render education's response to the great challenges of the 21st century a little more flexible?

Past experience has shown that forecasts, unless restricted to the short term and specific goals, are often inaccurate. Yet in order to formulate policy we must be able to anticipate events. From which it follows that numerical forecasting will not help as much as research into general trends which can signpost the future. Demography and the development of science are examples of this approach.

It could also be crucial to draw on the capacity for initiative of the players (educators, the educated, politicians and researchers) and to release energy within the education systems. In this way an analysis of mistakes made in the past could help us build a better future .

Danièle BLONDEL

THINKING THE UNTHINKABLE

Former "No. 2" at Volkswagen, Daniel Goeudevert, in an interview with Sources, takes a glimpse at the education of the future.

It would be safe to say that practically no country in the world is satisfied with its educational system - an extraordinary situation to say the least. And in the industrialised countries, companies are not pleased with the level and quality of the students they are recruiting. Time and again firms are finding they have to send young employees - even those fresh out of the best schools and universities in the West - on special training courses two weeks after they begin work.

This is just one sign of the scale of the rift between the education system and the world of work. While the economy is racing along at a dizzying speed, universities are wearing themselves to the ground turning out graduates full of impressive theory but incapable of applying it, who find themselves lost and bewildered in the companies where they are hired to work.

A QUESTION OF ADAPTATION

The long-term is impossible to foresee, even at the level of a single sector, such as the automobile industry. It could be that in a few decades cars as we know them today will no longer exist. But what will they be replaced by? Nobody can answer this question yet. Technology is changing too quickly for anybody to be able to predict what new means of production may emerge in the next 15 years. We must begin thinking the unthinkable. And we must adjust the patterns of our life - 20 or 30 years devoted to education followed by 40 years on the same job, generation after generation.

Work itself can no longer be precisely defined. Changes in working methods are so rapid that we must be constantly prepared to readapt. Job training must therefore assume a totally new character, as it is forced to adapt to the rhythm of the developments in companies.

And then there is the issue of where we work. As means of communication improve, the "workplace" will spread over a wider area. For example, the American communications company AT&T has installed an extremely complex system to replace its enormous centralised switchboard, and employees are being asked to work part-time or at home. This kind of work calls for very specific and very rapid personalized training, and employees must be flexible about when and where they work. The university, as it exists today in the United States, is an example of a closed world, self-sufficient and cut off from its surroundings.

The other major change that education is going to have to adapt to is the globalization of the economy. In industry, the search for innovation already consists of picking out good ideas from where they can be found. These days, it is no longer enough to just copy other cultures; we must also learn from them. The shortcomings of training are obvious there, too - foreign languages can be hurriedly taught, but not foreign cultures. Education must be adaptable and become multi-cultural in form and content, keeping up with globalization in other areas.

It might seem that the university will be reduced to a submissive role next to industry's more and more demanding one. This is not the case. The idea may seem paradoxical at first, but this flexibility in training in fact implies that people will benefit from a very general education. A general foundation is necessary to prepare future workers for all the possibilities that might arise. Everything is changing too quickly - people must understand what they are doing and why they are doing it. We are going to see a return to the kind of general education which gave way, in the second half of this century, to more specialised studies.

In this light, education will no doubt be called on to respond to one of the major upheaveals brought on by the changes in the socio-economic system, which it is presently incapable of responding to: the growing amount of free time available to us. There are increasing numbers of people who are not working, starting with retired people. At the same time, those who are employed are spending less and less time at work.

Schools should start doing more to prepare people for creative and productive use of their free time, not only for personal fulfilment but also for learning new things or doing volunteer work.

A general education is also necessary for meeting the great challenges of society. Highly specialised technicians are very often incapable of seeing what they're doing to the environment. Only a multidisciplinary education can address this kind of problem.

Last but not least, education also has an ethical role. Teaching must be humanistic, and prepare yound people to accept the idea of sharing. New forms of job-sharing and income distribution are becoming inevitable - in both the developed and developing world alike.

This can lead to a rude awakening for young employees if school hasn't adequately prepared them. Finally, schools also have a duty to instil notions of basic social equality if serious inequalities are to be avoided in the future. ■

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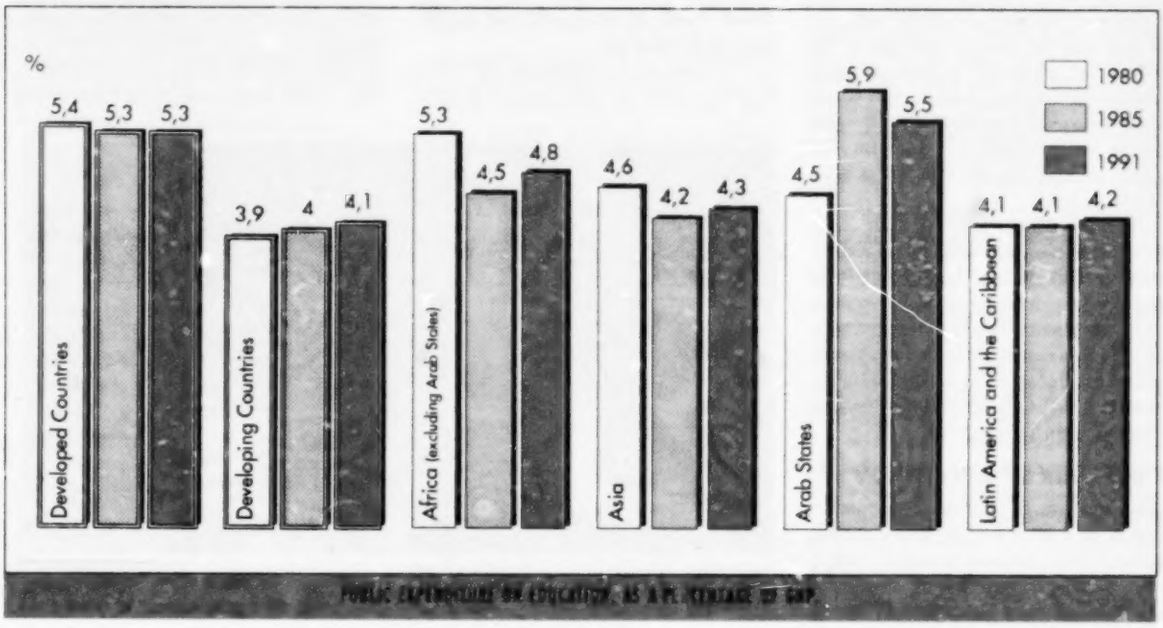
FINANCING EDUCATION FOR ALL:

Public education spending has more or less stabilized, despite a slight downturn. But at a time when national treasuries are tightening their belts, this is not surprising.

THE FINANCIERS: NOT TOO BAD ...



PUBLIC EXPENDITURE ON EDUCATION, AS A PERCENTAGE OF GNP

The percentage of Gross National Product (GNP) allocated to national education provides a good indication of the effort being made in this domain by the public sector.

A lack of viable and homogenous data on private expenditure has prevented us from including this sector in the above graph... Certainly, efforts undertaken by private agents, most notably parents and business, is under-estimated. When figures are available, they indicate that private expenditure totals at best one third of all spending, and in the average case, less than one sixth.

The above graph, which shows the percentage of GNP spent on education for the world's different regions, reveals a slight tendancy by developed countries to reduce public education spending. It is also apparent, from the results of other studies, that the differences between these countries are lessening, and they are moving towards a general average.

Even though developing countries have, over the past decade, maintained their efforts in education, they have not gone far beyond the level of spending reached at the end of the 70s. The gap in this domain between the developed and developing countries has stabilised at a bit more than one percent.

However, this global approach somewhat conceals the changes in each of these regions from one period to the next.

Latin America and the Caribbean, for example, has remained virtually unchanged for more than a decade. The Arab States on the other hand lept forward in the mid-1980s, and, despite a slight regression since, the results are still very positive. Asia has slightly cut its education expenditure and Africa, after a slackening off during the mid 80s, is in a worse situation today than a 10 years ago. Despite this, Africa, proportionately, remains the Third World region where public authorities are making the greatest effort.

There is no evidence to indicate that public education expenditure will increase more rapidly than GNP.

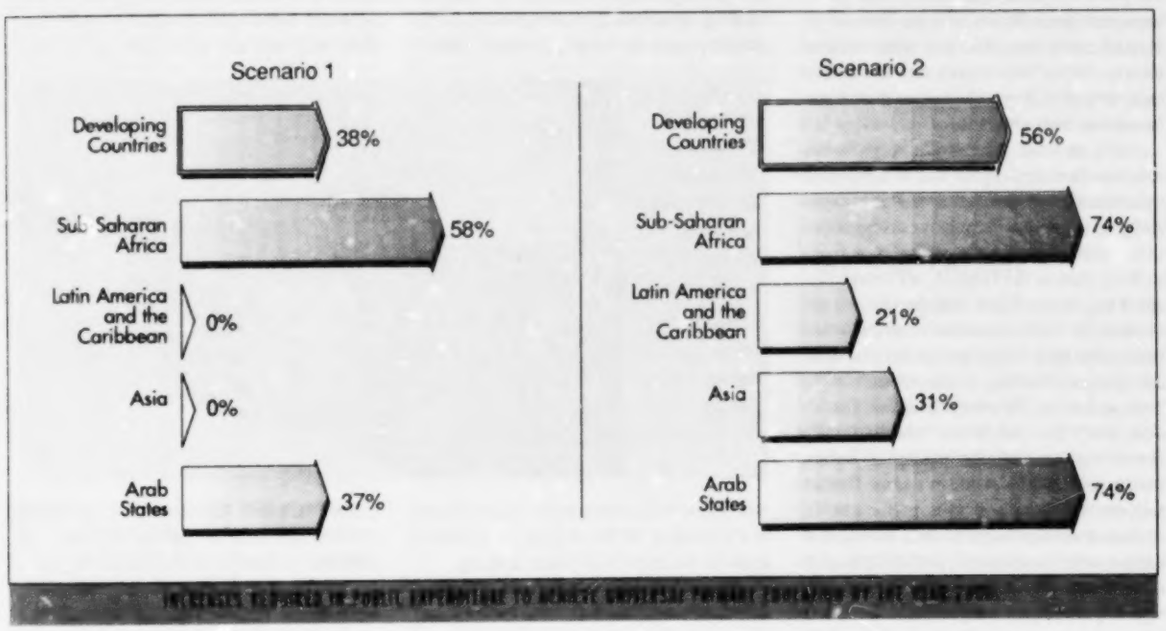
If, using other statistics, we consider per capita public spending on schooling, we see that the gap between rich and poor countries has increased dramatically over the past decade. In 1980, per capita public spending in education was, on average, 14.3 times higher in the developed countries than in developing nations. In 1991, this ratio climbed to 19.

Again, regional changes are revealing. In Asia, this figure dropped from 11.3 to 9.9. Everywhere else though, it has increased: from 4.5 to 7.6 in Latin America and the Caribbean and from 3.7 to 6.7 for the Arab States. The worst situation is in Africa, where, between 1980 and 1991, per capita spending went from 13.9 times less than in developed countries to 50 times less.

A PIPE DREAM?

Yet, the hypothetical situation of providing education for all by the year 2000 requires much higher investment. For this reason, education systems have no choice but to change.

BUT COULD DO BETTER...



Is the goal of universal primary education by the year 2000, set by the World Conference on Education for All (Jomtien, Thailand, 1990), compatible with budgetary realities?

Everything depends on parameters such as the evolution of per capita student costs. Thus we have prepared two scenarios, (Scenario 1 and Scenario 2 in the above graph) based on the situation in 1988.

In the first case, education systems remain unchanged and are simply extended to incorporate all school-age children. The cost per student stays the same. In the second scenario, the student-teacher ratio, which is considered one of the keys to academic success, improves at the same rate experienced between 1975-1988. In this case, not only student numbers increase, but, for example, the number of primary school teachers doubles in Africa, and increases by 50 percent in the rest of the developing world. Cost per student obviously jumps.

The goal of universal primary education by the year 2000 would seem accessible in Asia and in Latin America and the Caribbean. The first scenario only requires maintaining the present levels of GNP accorded to education. In the second case, however, a much bigger effort is needed. The improved student-teacher ratio requires an increase in this allocation of some 21 percent for Latin America and the Caribbean and 31 percent for Asia. These regions appear to be able to further increase their efforts. Thus, keeping the goal within reach.

The situation is more disturbing in the Arab States and in Sub-Saharan Africa. Between now and the year 2000 an increase of 57 percent would be required to get all primary age children into school in Africa. In the second scenario, with a reduction of class sizes from only 43 to 40 students, the increase required would be 74 percent. And this, despite an extremely fragile economic situation that shows little sign of improvement. For the Arab States the increases required are 37 percent (scenario one) and 74 percent (scenario two).

As to the eradication of illiteracy, rare case studies have shown that the cost of teaching an adult to read and write is at least the same as the cost of sending a child to school. In this case, the goal of providing literacy skills to the world's 800 million illiterate adults by the year 2000 would require nothing less than the doubling of present levels of public education spending.

Wiping out illiteracy will obviously remain a pipe dream unless we change the present way of doing things.

Graphics: Alexandre Darmon
Sources: UNESCO, Division of Statistics
Institut de recherche sur l'économie de l'éducation (Dijon, France).

IDENTITY AND CITIZENSHIP

In Africa, the school could help lay the most solid foundations for democracy... if it were more in touch with the continent's realities.

In Africa, the school is still the primary place for learning, but it is increasingly uncomfortable in this role. Ironically, while the push towards democracy has never been stronger in Africa, schools have never seemed more out of touch with African society. Never before have they seemed as incapable of living up to one of their basic functions: their civic role.

African education has its roots in the continent's colonial past, and is steeped in references to western culture. This is especially true in the French-speaking countries, where the caricatures are even more striking than in the English or Portuguese-speaking ones. Since independence, the content of most countries' curricula has barely changed. Schoolbooks, for example, are always referring to the western-style nuclear family: *"Mummy does this, Daddy does that"*. But the African child's family is nothing like that: the "trinity" of father, mother and child just doesn't exist. Uncles and aunts generally play a major role in African societies. In most cases, a child will have several "mummies", and children will meet every day at an aunt's house. The school plunges the children into a kind of schizophrenia, hindering, rather than helping them to build an identity based on their own world.

FERTILE GROUND

This situation has got to change. But it is a sensitive issue, because it is also true that African cultures must overcome their village mentality. In this regard the question of tolerance is a major issue. Children must be taught to accept differences, often beginning with their closest neighbour. It is no accident that religious fundamentalist movements - especially Muslim fundamentalists - are so keen to develop their own educational networks. They know that childhood and adolescence are fertile ground for their ideas.

On the other hand, while a number of countries are moving towards democracy, state schools have practically stopped giving civic instruction. To save money, the subject has been dropped from curricula.

Schools and universities, their eyes always turned towards the West, are totally failing in their role as a testing ground for democracy. Dominated by a powerful elite, they are no different from the old authoritarian system, and rote learning is the rule. New strategies must be found, not only in teaching styles but in the institution itself - children must be taught, even in primary schools, to elect committees to participate in the running of the school. And parents must be included in decision-making.

On top of this is a serious structural imbalance - the African education system does not correspond to the development strategies of these countries. It is out of touch with economic realities.

Millions are being spent to turn out graduates, very few of whom will be able to find jobs that match their qualifications. The system is doing its best to train generalists, while the economic map of the continent consists of small and medium-sized businesses which need specialized workers.

Technical and vocational training has never been developed. In a country like my own, Senegal, there are perhaps five vocational secondary schools. This is probably the most serious problem facing education in Africa - the system is training young people who will not be able to become a part of the continent's economic life. Graduates become frustrated when they can't find their *"place in the sun"*. And this bitterness can lead to violence - a great danger for democracy. Ironically, the very institution that should be laying firm foundations for democracy could be posing a threat to it.

Schools may also encourage social exclusion. Worsening economic conditions mean that fewer and fewer parents can afford to educate their children. Overcrowded State schools seem to have lost their way and are no longer up to their former standard. Children from better-off families are sent to private schools - if possible, in Europe or the United States.

In addition to this social inequality, there is the lack of equality between the sexes. Girls, with all the responsibility of running the household on their shoulders, are even worse hit by economic crises. Marriage - often at a very young age - becomes a means of survival. All this contributes to reducing the number of young women in higher education to a tiny minority.

Structural adjustment programmes have worsened this situation, in that education was hastily classified in the unproductive sector - where cuts were made. The World Bank is rethinking its position on the subject, but that is not enough.

If Africa truly wishes to give democracy a chance, to allow rural and poor people, as well as young people and women to participate alongside the rest of the population in building a multicultural and just society, African schools must be an integral part of the process. The issues at stake are too important for this revolution to be carried out only by those at the top.

Marie-Angélique SAVANE
Dakar

TRADITION AND MODERNIZATION

Education is an important agent in transmitting cultural values - but which culture's values?

Education and culture can be defined in many and varied ways. In relating the two, we might define education as a process of "enculturation" of the young through traditionally inherited and contemporarily extended values, beliefs and attitudes, as well as accumulated knowledge and skills.

Education is an agent of cultural transmission, while culture constitutes an essential part of educational content. Both are a means and an end to the development of peoples and societies.

In the Asian region, education is being emphasized as a *"vital force of development"* and culture as an essential means of integrated development. "Development" has increasingly been understood as a multi-dimensional and complex process involving economic, political, social and cultural/psychological aspects. The UNDP Human Development Report 1993 writes of *"development of the people, for the people by the people"*. This people-centred approach marries well with the interpretation of the relationship between education and culture in the Asian traditional context.

Asian cultures, for example, laid greater emphasis on the spiritual rather than material well-being of human life. In China, education and culture have always gone hand in hand: an educated person was said to be a "cultured" person and vice versa.

Education was long highly valued and perceived by Asian parents as the main road to upward social mobility. Classic Confucian doctrine, for example, underlines that those who labour with their brains should govern, while those who labour with their brawn should be governed.

SUPREME MORAL STANDARDS

Education was interpreted as learning to appropriately handle essentially hierarchical interpersonal relationships. Filial piety to parents and its extended loyalty to the emperor was regarded as the supreme moral standard. Confucianism emphasized that the student should first learn to be a member of society, well behaved, according to socially accepted norms, before learning factual knowledge. Thus, the teaching of ethical values was not only an integral part of education, but one of its highest priorities.

Social or collective interests were considered more important than individual concerns, and there were strong religious traditions on most Asian cultures. Though religion was not necessarily taught in formal courses at school, religious values were explicitly, or implicitly transmitted to the young.

The colonization of many Asian nations also had pervasive impacts on educational and cultural systems: it divorced education from indigenous cultures, neglected vocational and technical education, and saw the languages of the colonizers, in most cases, imposed as the language of instruction. However, it also introduced modern education structures, advanced scientific knowledge and technological know-how and, most importantly, introduced western ideas of democracy, liberty, justice and other humanistic values and links to the international knowledge network.

More recently, new social circumstances have shaken traditional value systems in Asia, as in all other parts of the world. Conflicts of traditional versus modern cultures are observed daily in families, schools and society at large. The values of Asia's young are becoming more individualistic, materialistic, pragmatic and future oriented. Traditions, for better or for worse, are often despised and discarded in the name of "modernisation".

Coca-Cola, McDonalds and blue jeans are becoming increasingly fashionable all over Asia.

While universal science knowledge and applied technical know-how remain an essential part of school curriculums, humanistic values education and international education have been inappropriate and inadequate in many ways.

SIMPLISTIC NOTIONS

The so-called *"crisis in human values"* and education is due to a number of factors. Externally, widespread, simplistic notions spread the idea that "tradition" is antagonistic to "modernisation" and increasing material wealth has eased the way of life, not to mention the impact of the profit oriented market economy and the continued influences of colonial legacy. Internally, there are difficulties to change the structure and philosophy of curricula, and to compile relevant text books and other educational materials.

Nonetheless, education systems are able to teach both traditional and modern values to young people. These values are not mutually exclusive, indeed, if they were appropriately interpreted they could complement each other. For example, ancient Confucian values of work ethics, family unity, social cohesion and humanism would still function in present-day society. It should be considered part of the duty of the school to advise the young about this complementarity. How can youth be expected to understand their cultural roots without proper education?

Most Asian nations are striving hard to achieve socio-economic development. One of their main concerns remains, however, the preservation of their cultural identity and cherished traditional values.

Thus the question one might well ask is not if, but how can an education in the region today provide an adequate balance between the acquisition of traditional values (cultural identity) and that of universal knowledge and values?

ZHOU Nanzhao, China

FROM RECRIMINATION TO ALLIANCE

Extracts from "Children, Schools and Television: Can they be reconciled", by Roberto Carneiro, President of Portugal's Televisao Independente.

The mutual recriminations which mark the quarrel between education and television are too well known...to the point where this nagging controversy no longer causes much excitement.

The litany of often pedantic accusations which educators make against television is damning: television alienates children, destroys cultural identity, imposes the law of the lowest common denominator, stultifies reading habits, cultivates violence and the more negative instincts, breaks down community values, contributes towards social "autism" and discourages sociability; lastly, it corrupts children's command of language.

For television supporters, the educational system is criticised as a bastion of outmoded communication policies, a sort of arrogant and impenetrable museum which refuses to accept the new information and communication technologies. While television provides a vision of the future, education is strictly focused on the past.

Undeniably, the "magic box" is everywhere: from sprawling mega-cities to primitive rural backwaters. Available statistics show that in Western Europe, children spend an average 23 hours weekly in front of the TV set, which amounts to almost 1,200 hours per year; in the US, the same age group consumes almost twice that amount. The same children spend an average of nearly 1,000 hours per year in school. The growing influence of television in today's society is unstoppable.

Thus, we must find an intelligent way of reformulating the existing relationships between television and education systems, in order to make full use of their educational synergies. It can be done.

Already in Japan, 98 percent of schools regularly use television as a teaching tool. Furthermore, the excellent results being obtained from educational programmes such as Sesame Street are internationally known. Television is also largely responsible for the concept of "social communication for all" - a new outlook of social open-mindedness, based on principles of diversity, the right to difference, open competition in information models and pluralism in the ways of interpreting facts and events.

A modern educational project for today's education conscious society, cannot afford to overlook the audacious element of education for the media. This calls for teaching methods appropriate for the use of television, for example, or humanizing the relationship between people and today's communication and information technologies.

The educational institution must also learn to better manage its most precious resource, and its greatest strategic advantage over television: time, which is essential for the assimilation of knowledge and the process of perception.

The combination of an improved school system and a dynamic television, could prove to be explosively productive in the shaping of tomorrow's schools - schools which will be ready to face the challenges of the future and to set in motion the loftiest designs of humanity.

Paradoxically, the adversaries of the past are the principal allies of the cultural and educational order of the future. ■

TO FIND OUT MORE ...

WORLD EDUCATION REPORT 1993: prepared by UNESCO, provides a broad but concise analysis of major trends and policy issues in world education today. Available after December 7, 1993.

STATUS AND TRENDS: this 48-page UNESCO statistical report reviews the efforts being made by governments around the world to achieve Education for All.

UNESCO - WORLDWIDE ACTION IN EDUCATION: a 69-page brochure providing an exhaustive breakdown of UNESCO's objectives and activities in the field of education.

EFA 2000: a quarterly bulletin focussing on Education For All issues such as environmental education, women and, in its latest edition (No. 13) "Making Sure Children Learn".

EDUCATION FOR ALL VIDEO BANK: a video resource centre for governments, institutes, teacher training colleges, NGOs and individuals interested in educational topics. Recent additions include "Chile 1991: The Years of Change".

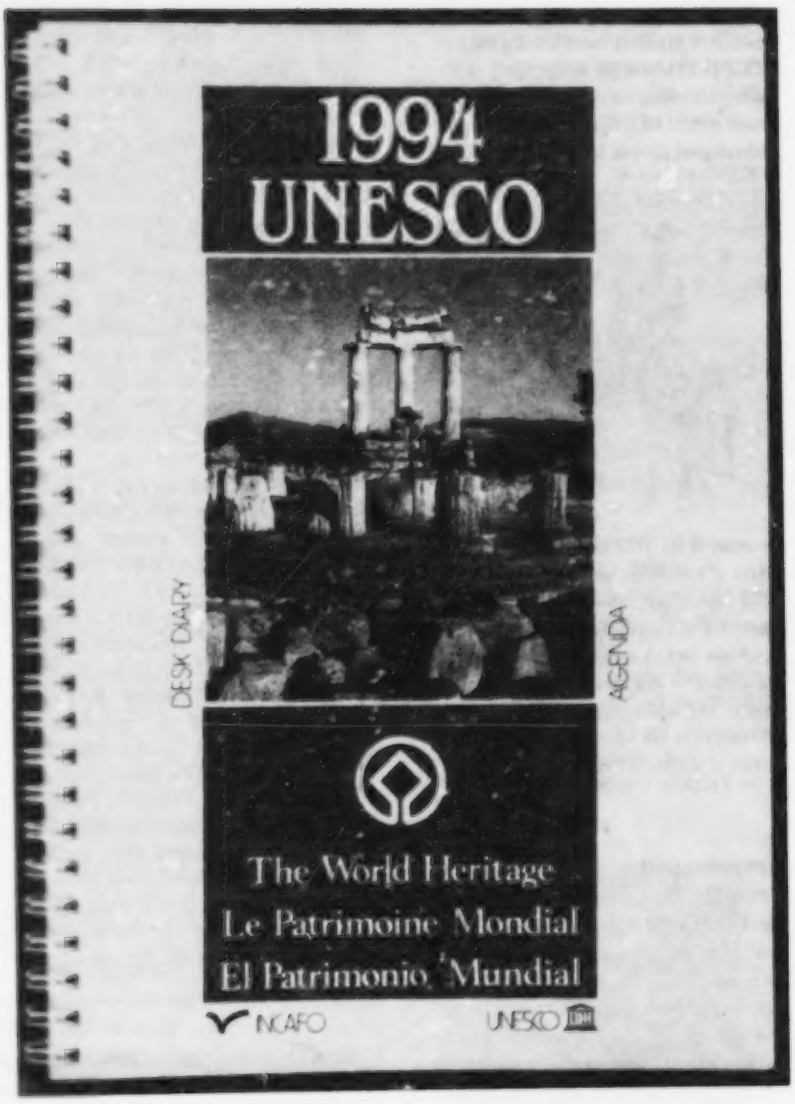
To obtain documents, video catalogue and further information, contact: the Basic Education Division, UNESCO, 7 Place de Fontenoy, 75352 Paris 07 SP, France.

UNESCO World Heritage Desk Diary 1994

■ *58 colour photos of cultural and natural sites in 49 countries.*

■ *A contribution to the safeguard of our world heritage.*

■ *17x 23,5 cm, trilingual: English/French/Spanish.*



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THE PILLAGE OF AFRICA

The international community rallies to stop "one of the most scandalous traffics of our age".

● **Nearly 120 OBJECTS IN MARBLE OR BRONZE** from the Temple of Alea in Greece, a **14th CENTURY MANUSCRIPT** in Prague (Czech Republic) and **TWO MARBLE SCULPTURES** from the Roman epoch in Turkey are among art treasures stolen over recent months from museums, libraries or archeological sites in these countries.

By virtue of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, the Greek, Czech and Turkish authorities have requested UNESCO to help them recover these objects. Any information should be transmitted to the respective ministries of culture in Athens, in Prague and Ankara.

▼ ***ARCHAEOLOGICAL TREASURES FROM MALI*** in the United States have been put under tight surveillance, following a request from authorities in Bamako. Washington says it has agreed to this exceptional measure in the wake of the rampant pillaging of archaeological sites in the Niger River Valley. The decision is in keeping with article nine of the UNESCO's 1970 Convention against the trafficking of cultural property. Mali is the first African nation to benefit from such protection, which has already been extended to five Latin American countries.

UNESCO SOURCES

"Out of the 250 international notifications of important art work thefts that we send out each year, only one since 1990 was about a theft in Africa." This is how Jean-Pierre Jouanny, of Interpol, the International Criminal Police Organization, measures how far there is to go before Africa's cultural heritage is better protected.

Interpol officials say it is impossible to put a figure on art traffic worldwide, and especially in Africa, where practically none of the treasures have been catalogued. But the experts are unanimous that the plundering of the continent has taken on dramatic proportions. According to Etienne Clément, of UNESCO, *"most of the artistic heritage has already left the continent."*

Clément and Jouanny met in late September at Arusha, Tanzania, during a world *"première"*: about 50 museum curators, police officers and customs officials from 17 countries gathered for the first time on the African continent to discuss ways of fighting the scourge. This workshop, held at the initiative of UNESCO and the International Council of Museums (ICOM), issued a special appeal (see below). It also served to build more *"confidential"* links between officials who scarcely knew each other, says Jean-Pierre Jouanny. He describes the meeting as *"consciousness-raising"* of the continent's professionals about depredation which is turning into a disaster.

Samuel Sidibé, director of the national museum in Bamako, told the conference that over the past several decades much of the cultural heritage of Mali - one of the worst-affected countries - had been removed to Europe and the United States. The pillage started *"in the shadow of colonial conquest"* and was carried on by ethnological expeditions in the early decades of this century. The Cubists in general, and Picasso in particular, unwittingly administered the coup de grâce by giving their aesthetic accolade to traditional African art. *"This success has reduced African art to a consumer item and has resulted in the development of one of the most scandalous traffics of our age."*

Pedlars make the rounds of the villages, for example buying an antique mask for a handful of local banknotes, usually without the knowledge of the rest of the villagers. It is sold to a middleman in the capital, who will sell it for an astronomical price in Europe. "

The discovery of clay statuettes at sites on the Inland Niger Delta oriented the market towards this type of object," noted Sidibé. *"This is when pillage began to affect archaeological sites."* It was slow at first, but has *"sharply intensified over the past two decades as a result of deteriorating living conditions caused by severe periods of drought in west Africa since 1974. The growing interest of museums, galleries and collectors has also contributed to this situation."*

Illicit digs have become a major source of merchandise for traffickers. What's more, they wreck the sites they rob. Archaeolo-

THE ARUSHA APPEAL

Museum artefacts are stolen and illicitly exported. Archaeological sites are illegally excavated. The national heritage of local communities has been stolen/or sold to unscrupulous traffickers. The consequences are immense and will have adverse effects on the future of African nations by depriving them of the knowledge of their past, by removing from the communities the symbols of their identity.

The main lines of action are:

Systematic setting of inventories of heritage (...)

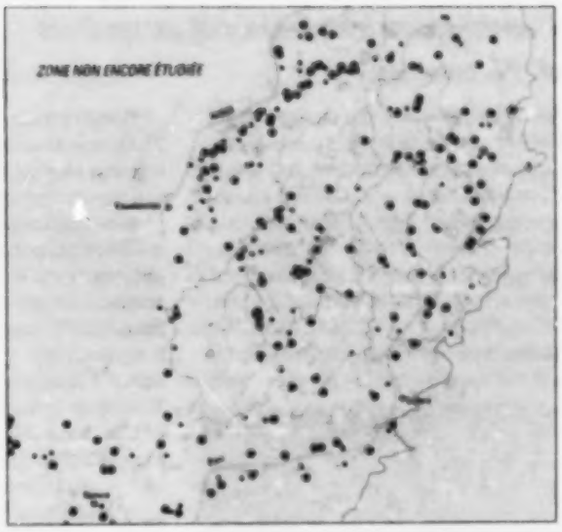
Harmonizing national legislations and ratifying the international conventions and in particular the UNESCO conventions of 1970 (...)

Reinforcing the collaboration (museums, police, customs).

The African professionals urge the support of the international professional heritage community and other related institutions and call upon them to eradicate plundering and illicit trafficking of African heritage.

They also express the wish that an International fund be urgently created to finance the acquisition of stolen property and its restitution to museums and communities when the national or international legislations do not provide for this.

September 29, 1993



FRENCH ARCHAEOLOGIST ANNETTE SCHMIDT PREPARED THIS MAP OF PILLAGED ARCHAEOLOGICAL SITES IN MALI, BETWEEN MOPTI AND DJENNE. 45 PERCENT OF SITES HAVE BEEN PLUNDERED, 17 PERCENT (THE BIGGER SPOTS) HAVE BEEN STRIPPED CLEAN AND DAMAGED.

gists Roderick and Susan McIntosh, writing in the UNESCO journal Museum, draw attention to *"the information irretrievably lost through the plunder of sites (...). Art pieces have been removed from the region in large quantities since the era of colonial penetration. Yet the information gained from them is pathetically small"* because they have been uprooted from the context which would have permitted dating and identification.

Omar Bwana, of the Kenyan museums department, stresses that profanation of burial grounds and sacred places, which was *"previously unheard of"*, has now *"become prevalent"*.

Most thefts go unpunished. Nicholas Katanekwa of Zambia, noting that his country's museums have frequently been looted, adds that one successful prosecution for a theft from the Moto Moto museum *"has not however deterred the thieves. This year the museum was broken into again"*. In other such cases there have been no clues. *"The almost total absence of photographic inventories of collections has meant that, once stolen, the chances of an object being recovered are almost nil. Often (museums) are not even able to describe the form, shape or even colour of the object. In some cases there is no proof of ownership, meaning that such cases cannot be prosecuted."*

Jean-Pierre Jouanny underlines that on this level *"Interpol cannot help. Before we can be called in you have to have a detailed descripton of the stolen object, a judicial inquiry into the theft and an official request for help from the country concerned."* As for African archaeological sites, *"how can you list the heritage they contain, and how can you keep watch over it?"* He hopes for great things from the Arusha meeting which will be followed up by another in Bamako next year. Those who took part in September's conference agreed that while improved police cooperation was important, emphasis should also be put on making people aware of their cultural heritage. Resources must also be found to counteract the financial temptations offered to the smugglers. The cultural authorities in Zambia *"give financial help to the traditional chiefs to conserve the heritage"* for which they are responsible. It has been suggested that payment should be make to villagers who discover an archaeological site or hand in statuettes to a museum. At the other end of the chain an appeal has been made to western dealers to brush up their professional ethics. The European countries in particular have been put in the dock. They form the hub of the smuggling network; most of them have not ratified the UNESCO-sponsored 1970 convention against the traffic in art works. And the appeal to establish an international fund to buy up African treasures scattered around the world and return them to their countries of origin bears poignant witness to the scale of the cultural tragedy now being played out in Africa.

Nicolas MICHAUX

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Last February and again in April, the **CONSERVATION OF ANGKOR**, where the site's most precious statues and reliefs are kept, was attacked and robbed. In an effort to help retrieve these treasures, the International Council of Museums has published "One Hundred Missing Objects: Looting in Angkor."

This 102-page booklet, financed by UNESCO and the Florence Gould Foundation and compiled with the help of the Ecole française d'Extrême Orient, presents photographs and detailed descriptions that could help identify the stolen pieces.

It's the first in a series of such booklets, the following editions of which will present "One Hundred Missing Objects" from Africa, Eastern Europe and Latin America.

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France has just issued two new ***UNESCO STAMPS*** to support and publicize the preservation of cultural and natural sites through the World Heritage Convention.

The stamps show monumental statuary in the Archaeological Park of ***ANGKOR*** in Cambodia (3,70 FF) and some of the prehistoric rock paintings in the National Park of ***TASSILI N'AJJER*** in Algeria (2,80 FF).

☛ *Philatelic and Numismatic Programme.*

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The Government of Canada, through its Department of Human Resources and Labour, has renewed its partnership with the UNESCO Institute for Education (UIE) to offer an **INTERNATIONAL AWARD FOR LITERACY RESEARCH** for a second time in 1993. The winner, whose research in adult literacy will be published in English, French and Spanish, will receive $10,000. Manuscripts should reach UIE before January 31. (Feldbrunnenstrasse 58, P.O. Box 13 10 23, 20110 Hamburg, Germany)

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The creation of three ***AFRICAN AUDIOVISUAL PRODUCTION UNITS*** ($200,000), a Pacific television training project ($45,000) and the enhancement of film and television production in the Caribbean ($40,000) are among 59 new projects approved by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) during its 15th session held at UNESCO Headquarters from October 5 to 8. Contributions from the IPDC's 1994 budget of $3 million will also go to national projects, notably in the least developed countries, as, for instance, $95,000 towards modernization of broadcasting facilities of the Yemen radio and television corporation, or a contribution of $50,000 to communication facilities in Comoros.

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On the occasion of the **INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY**, the American film **THE SAINT OF MANHATTAN**, directed by Tim Hunter and starring Matt Dillon and Danny Glover, was previewed at UNESCO on October 14 in the presence of Abbé Pierre, the French Catholic priest who has devoted his life to the poor (see P.5). Proceeds of $200,000 from the benefit showing went to ATD Fourth World for three of its projects.

THE BOOK OF PEACE

A unique appeal from the leading personalities of 72 countries.

"We want peace!" is the message of the International Peace Book, a unique work expressing *"an act of faith"* in many voices.

The "author" is in fact an army of volunteers, ranging from Rigoberta Menchú, winner of the 1992 Nobel Peace Prize for her vigorous defense of Latin American Indians, Pope John-Paul II, and the great Italian film-maker Federico Fellini who has just died, to Mother Teresa of Calcutta and the late German Chancellor Willy Brandt. A battalion of artists, scientists, heads of state and academics have built this monument to peace.

... AND THE "DRESS OF PEACE", DESIGNED BY YVES SAINT-LAURENT (Photo UNESCO/Ines Forbes).

The book was produced by French art editor Pierre de Tartas, under the duel patronage of UNESCO Director-General, Federico Mayor, and French Communications Minister, Gérard Longuet, President of the World Centre for Peace. Located in Verdun, in the French Lorraine, the Centre marks a region where some of the bloodiest battles of World War I left nearly 700,000 dead in 1916.

"Peace is to be found in the dynamics and harmony of life. It is not the absence of conflict, but the result of the relations and the respect we owe one another, whatever our ideological, religious or political differences," writes Argentinian Adolfo Pérez Esquivel, 1980 Nobel Peace Laureate.

The International Peace Book weighs 25 kilos and consists of manuscripts, drawings and original paintings in an elegant 570 mm by 770 mm format.

The single copy of the book is on show at UNESCO Headquarters on a bronze display stand by French sculptor Georges Jeanclos, donated by the Coubertin Foundation. It will subsequently be sold at auction, along with a *"dress of peace,"* designed and offered by French couturier Yves Saint-Laurent, the proceeds going to four humanitarian organisations. In 1994, a luxury edition and a less expensive series will be available to a broader public.

The idea for the International Peace Book originated seven years ago. From the outset, it was masterminded by the French painter Chantal Bernard, an indefatigable woman who describes the work as a book covering 72 countries and 33 languages, uniting all races and religions on the paths of peace and love.

A NEW PAGE

"We are writing a new page of history in which the force of reason is asserting itself over the reasoning of force", declared Federico Mayor, Director-General of UNESCO and Honorary President of the International Peace Book, at the presentation ceremony.

In her contribution, American soprano, Barbara Hendricks, writes: *"I have a dream that we will be able to sit together and resolve our differences without resorting to violence, barbarism and destruction; a dream that each child will be able to grow up with dignity and realize his own potential..."*

"Never again war, never again Verdun," writes the oldest contributor, German philosopher Ernest Junger, 98.

And the youngest, Samy, a 17-year-old student at the Paris lycée Louis-le-Grand who also contributed a painting to the Book, concludes with the message: *"the search for peace means that at every moment each person must strive for an ideal which never ages and is never surpassed,"* inviting all generations to work together to build peace.

Soraïa GARCIA

" ... A CRADLE OF TALENTS"

UNESCO has raised funds to open a "Hope School" on the edge of the Inner-Mongolian steppe.

The deafening sounds of firecrackers, gongs, drums and trumpets joined with the joyful noises of children, dressed in their best clothes and bursting with excitement.

The occasion was the opening a new primary school in remote Humaying village, 230 km north of Beijing, on the edge of the Inner-Mongolian steppe. A huge crowd of parents and grandparents from the surrounding villages, had trekked, cycled or driven by tractor, to share the event with the youngsters. Those who couldn't squeeze into the crowded school compound, sat astride the enclosing wall, or perched perilously in trees to watch.

To the tune of the national anthem, about 300 children, lined up in columns on the sports ground, solemnly looked on as the Chinese flag was raised to mark the formal opening of the "UNESCO Hope School"- the first in the village for almost 60 years. Until now, the children had to walk up to three hours and climb several mountains to get to the nearest school.

The Hope project, set up in October 1989 under the auspices of the China Youth Development Foundation, aims to help drop-outs in China's poverty-stricken areas return to school. In the past four years, it has established about 150 "Hope Primary Schools" and helped over 500,000 young people get back into the class-room. The Humaying school is the first "Hope School" established with UNESCO's support.

The Organization's involvement began early last year when Shikon Takei, UNESCO's representative to China, Mongolia and the Democratic People's Republic of Korea, learned of the project. He organized a campaign in Beijing that raised some $55,000 - much of which came from the capital's Japanese community.

"It feels like the Chinese New Year today," said 11 year-old Wang Shuze. *"I will work hard and learn skills that will be useful for my country."*

Zhang Shaojie, 66, who was born in the village, joined the celebrations. Sitting in his grandson's spacious classroom he recalled that as a boy, he *"went to the village's private school, in an old Buddhist temple. But the temple was washed away by floods, and the school was not replaced."*

The six-grade school offers nine subjects: Chinese, mathematics, music, arts, sports, natural science, history, geography and agricultural skills.

For Shikon Takei, the "Hope Project" can serve as a model for other developing countries. *"It shows that simple efforts can achieve much. It also gets people involved and develops their sense of responsibility."*

Zhang Qingfa, 37, headmaster of the new school, is another son of the region. For the opening he wore a brand new black suit - the first he's ever worn in his life - and a red tie.

"I will never forget this day and will ask my students to remember the help UNESCO has given us," he said. *"And I will concentrate all my efforts on building the school into a cradle of talents."*

LI XIGUANG, Beijing

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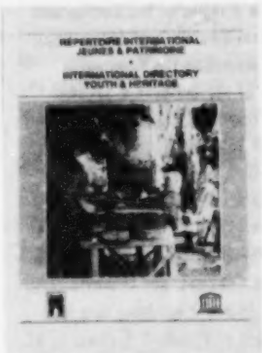
The INTERNATIONAL DIRECTORY YOUTH & HERITAGE, just published by UNESCO and the Paris-based Association "Youth & Heritage International", presents public and private organizations in 92 countries involved in activities and having



obtained results concerning the sensitizing of young people to architectural heritage. It notably presents in English and French the aims and methods used by each: workcamps, study trips, exchange programmes, workshops, training courses, lectures, dissemination of information, etc.

☛ *Division of Youth and Sport Activities*

▼

A World Directory to Foundations which assist ***ACTIVITIES ORGANIZED FOR, BY AND WITH YOUTH*** has just been published under UNESCO's INFOYOUTH Service.
This initiative aims at *"establishing a bridge"* between those responsible for youth and sports activities who are hardly or not at all informed of the potential sources of aid or services, and the foundations which could provide them but are themselves sometimes ignorant of deserving projects organized by responsible parties.
The Directory includes 60 foundations in 18 countries and four international foundations, with information for each on objectives, types of support, geographical focus and target groups, etc.

☛ *Division of Youth and Sports Activities*

FORECASTING SEA ICE

Scientists at an international symposium in China report new methods for more accurate and longer-range prediction.

When the north wind blows and winter is near northern China, oil workers on the platforms in the Bo Hai Sea remember the year 1969 when disloged ice pushed over a drilling platform, and seriously damaged another, causing great losses.

Most of the 77,000 km2 Bo Hai Sea was covered with ice that year - the first time ice had covered such a vast area in China's recorded history. More than 50 ships were frozen in the middle of the sea, and over 100 were forced to halt in the great port of Tianjin, southeast of Beijing, for a month.

"If only we'd been able to forecast the movement of sea ice, we could have reduced the damage," said Professor Wu Huiding, a scientist at the China National Research Centre for Marine Environment Forecasts, at an international symposium on sea ice held in Beijing last month (October 18 to 22).

Professor Wu told the meeting, sponsored by UNESCO's Intergovernmental Oceanographic Commission (IOC) and the China Society of Oceanography, that the '69 disaster forced China to look into this area and a great deal had been done to improve forecasting techniques since.

The research group led by Prof. Wu has now come up with a method of forecasting the movement of sea ice up to three days ahead - with about 84 per cent accuracy.

They devised the method by analysing historical records, satellite information, wind trends, ocean currents and sea temperature.

Previously, Wu said, forecasting techniques had relied solely on experience, historical records and rough data compiled by monitoring stations and aeroplanes.

"This numerical model method is the first of its kind in China and one of the best in the world. It has been adopted by Finland as a base model," said Wu.

"If we could get more accurate information on wind and other weather conditions, we could provide more accurate and longer range forecasts with our method," he said.

FIRST OF ITS KIND

About 50 sea-ice researchers from the United States, Finland, Canada, Russia, Sweden, China and other countries attended the four-day meeting, the first of its kind in China.

"Sea ice is a major concern to many offshore industries such as oil, shipping and fishing, operating in ice infested water in the high latitudes," said Prof. Ruth Preller, a researcher from the Naval Research Laboratory at Stennis Space Center, Mississippi (U.S.). "

The destructive force of sea ice can hamper the offshore operations and endanger human lives. For safe operation and long-term planning of offshore activities, accurate and timely information about the distribution, movement and properties of sea ice is required."

Participants at the meeting also agreed that on a global scale, sea ice is a critical factor in the heat budget of the ocean atmosphere system.

"The UNESCO-sponsored symposium has provided a forum for sea ice scientists to present results of our research," they said, *"and it will promote interaction among sea ice researchers working in the Western Pacific and in other regions of the world's ocean."*

LI XIGUANG,
Beijing (China)

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The first **BIOSPHERE RESERVE IN VENEZUELA** was approved by the Bureau of the International Co-ordinating Council of the Man and the Biosphere (MAB) Programme at UNESCO Headquarters October 7 - 8. The Alto Orinoco-Casiquiare Reserve lies in a region of the Amazon with great biological diversity and of particular interest for promoting the sustainable development of the indigenous peoples living in the core zone. The other new Reserves are: Belovezhskaya Pushcha (Belarus); Cerrado (Brazil); Xishuangbanna (China); Wadi Al-Allaqui (Egypt); Menorca and Lanzarote (Spain); the Pinacate and Great Desert of Altar, El Vizcaino, Calakmul and El Triunfo (Mexico), and Chernyje Zemli (Russia). The 12 new areas bring to a total 323 the number of Biosphere Reserves in 81 countries.

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OLD LOCATION CEMETERY, in Windhoek (Namibia) is the only visible reminder of the black suburb which, in 1959, was ruled too close to the white town, bull-dozed and its inhabitants moved 5 km away to Katatura. To help restore this legacy of Namibia's past where only about 400 of the 13,000 graves are in good condition, 43 youth leaders participated last September in a voluntary service camp, organised by Service Civil International (SCI) and the Coordinating Committee for International Voluntary Service (CCIVS) with funding from UNESCO, OXFAM and NORAD.

AN INVITATION TO TRAVEL

A "Council of Sages" set up by UNESCO, proposes communication technologies for a vital task: Education for All.

"A gathering of lunatics!". This was the expression used by Colombian writer ("100 Years of Solitude") and Nobel laureat Gabriel Garcia Marquez to sum up the three-day meeting held behind closed doors in the beautiful Colombian city, Cartagena. *"Yes. That's about it."* he told some 100 journalists at a press conference, *"UNESCO has taken the initiative of rounding up a group of lunatics obsessed with the extravagant idea of remaking the world."*

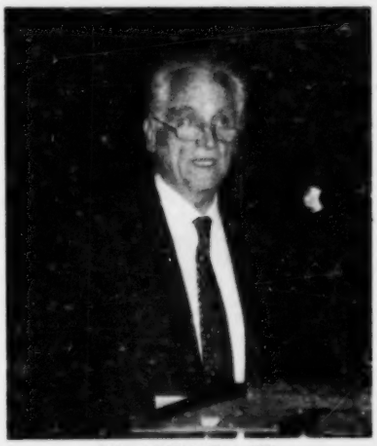
In October 1992, UNESCO had, indeed, entrusted 21 intellectuals with the task of *"reflecting on UNESCO's role in the last decade of the XXth century,"* and of bringing out *"new trends that could be an inspiration to the Organization in the coming decade"*. This *"Ad Hoc Forum of Reflection"* held two sessions, one in Paris last January, the second in Cartagena from September 27 to 29. In addition to 20 written contributions on various aspects of this vast subject, the Forum presented a report to the Executive Board, which, from the start, took the view that *"solutions to most of the problems facing humanity...are to be found principally in education"*.

WITHOUT FRONTIERS

Along with many other suggestions, therefore, this "Council of lunatics" - or of the wise - approved a proposal put forward by French philosopher Michel Serres that UNESCO develop a *"new world system of open education"*, baptised *"Learning Without Frontiers"*.

The Forum noted *"growing disparities"* stemming from the fact that *"education, science, technology and culture are adding to inequality rather than contributing to equity"* and that the *"faults caused by these inequalities are becoming ever deeper and more dangerous."* At the same time, however, it pointed out that *"the technical means available today in the field of communication provide the opportunity for a greater sharing of knowledge"*.

"All countries, rich and poor, are seeing their demand for training grow by 10 per cent annually," said Michel Serres. *"Why not, therefore, make use of the enormous potential of communications technologies: radio, cable or satellite television, electronic mail, telephone, fax, etc."*



MICHEL SERRES (Photo AFP).

UNESCO as *"An institution independent of commercial, industrial and national interests, an institution without frontiers,"* should, in his opinion, work to promote use of these networks *"for all and no longer simply for a privileged few."*

Participants at the Forum stated that this new World System *"should cover all levels and forms, both traditional and non-traditional of education and training," "recognize multiculturalism,"* and provide the basis for education which is *"universal, humanistic and ethical,"* in order to span *"spatial, geographical, financial, social, family and psychological distances"*. For Michel Serres, *"it is not so much a matter of distance education as of a type of education abolishing distance."*

Utopic? Faced with the staggering proportions of the project, the French philosopher suggested that the System be developed *"little by little"* starting with the establishment at country level of *"Councils of Competence"*, then *"gradually, thanks to interconnections between local programmes seeking complementarity"* grow into a *"network of open systems"*.

"We have thousands of itineraries and thousands of travel agencies in the vast field of knowledge," he said, *"but nobody's being invited to take a trip."*

N. M.
with Carlos ORTEGA
in Cartagena.

●

CZECH BOTANIST JAN JENIK has won the 1993 Sultan Qaboos Prize for Environmental Protection. The selection was announced on October 8 by the Bureau of the International Coordinating Council of the Man and the Biosphere (MAB) Programme. Head of the Botany Department of Charles University, Prague (Czech Republic), Prof. Jenik, 64, has trained a great number of students in his own country, in Africa, India and Cuba. He has also popularized botany, ecology and conservation on radio and TV, in publications and films, often on aspects of MAB. The $20,000 prize is awarded every two years by UNESCO for outstanding contributions in the field of environmental preservation.

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Two Australian broadcasters, Freda Glynn and Philip Batty, have won the ***1993 McLUHAN TELEGLOBE CANADA AWARD*** for their instrumental work in setting up the Central Australian Aboriginal Media Association (CAAMA). The names of the laureats were announced on October 27 during UNESCO's General Conference in Paris. The $50,000 prize, presented biennially as a tribute to the late Marshall McLuhan, the renowned Canadian communication theorist, honours those whose work has contributed to a better understanding of the influence of communications media and technology on society.

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LOOKING AHEAD...

To compare approaches, strategies and results, and give a new stimulus to initiatives taken at the World Conference on Education for All (EFA) in Jomtien, Thailand in 1990, Heads of State and government of Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan will attend the **EFA SUMMIT OF THE NINE MOST POPULOUS DEVELOPING COUNTRIES**, organized by UNESCO, UNFPA and UNICEF, and hosted by the Indian Government in New Delhi on December 15 to 16. Pre-summit meetings of Education Ministers and Sponsors on December 12 and 14 will include panel discussions on "Education and Society" (UNESCO) on "Girls and Women's Education, Employment and Population Issues" (UNFPA) and on "Mobilizing Political Support and Community Participation for EFA," (UNICEF). A seminar on "**SPAIN AND PORTUGAL ON THE SILK ROUTES**: ten centuries of production and trade between Orient and Occident" will be organized by the Spanish Silk Roads Committee from December 15 to 17 at the University of Valencia (Spain). An exhibition of photos of new **WORLD HERITAGE SITES**, to be approved by the World Heritage Committee at its 17th session in Cartagena (Colombia) December 6-11, will be shown at Headquarters from December 20 to end January. The year 1994 has been designated **INTERNATIONAL YEAR OF THE FAMILY**. The 21st UNESCO-sponsored international post-graduate **TRAINING COURSE IN EDAPHOLOGY** (structure of soil) and plant biology will be given in Granada and Seville (Spain) from January 8 to July 25. A monumental (40m2) photo mosaic entitled **1 000 WOMEN** will be on display at Headquarters from January 2 to 8. The portraits, by French artist **PIERRE MARAVAL**, of Parisian women well-known (Isabelle Adjani, Marisa Berenson, Simone Veil, Niki de Saint-Phalle, etc.) and unknown, will be officially inaugurated at a vernissage on January 6. From January 13 to 21, another exhibition will be the first of a number of activities commemorating the life of **MARTIN LUTHER KING** on the 65th anniversary (January 15) of his birth.

OUR NEXT ISSUE will focus on Education for All in the nine most populous developing countries (see above) which together represent over half the world's population, nearly three-quarters of its adult illiterates and half of its out-of-school children.

SOURCES